



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12211574
SAU: MSAD 27
School: Fort Kent Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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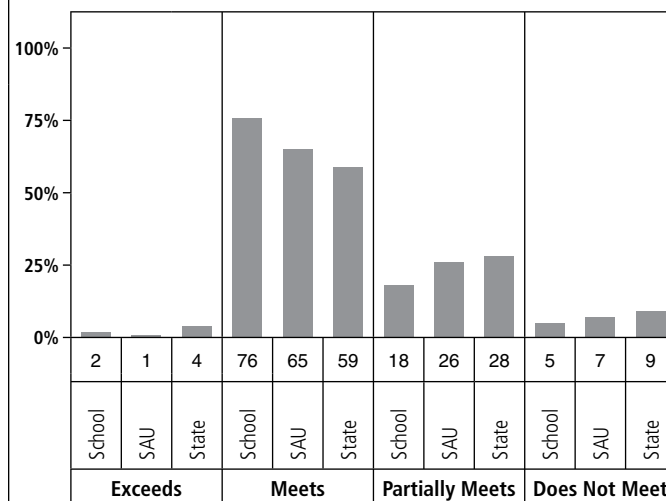
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

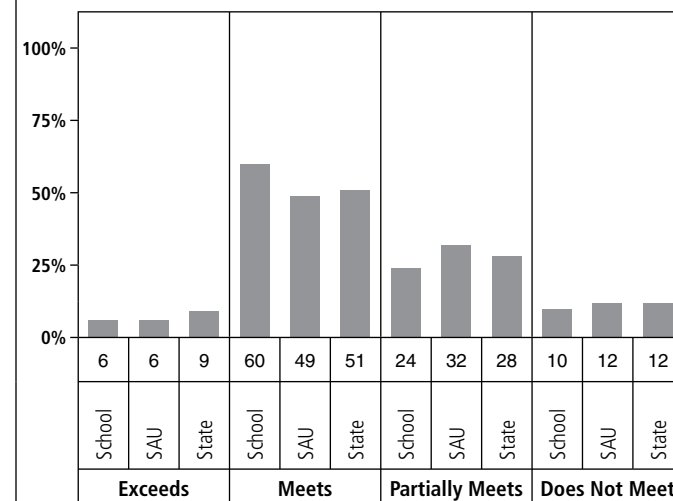
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	444	444
2006–2007	442	443	445
2007–2008	446	445	445
Cum. Avg. *	445	444	445
Mathematics			
2005–2006	444	444	444
2006–2007	443	444	445
2007–2008	446	443	445
Cum. Avg. *	445	444	445
Science & Technology			
2005–2006	444	444	444
2006–2007	442	442	444
2007–2008	444	442	444
Cum. Avg. *	443	443	444

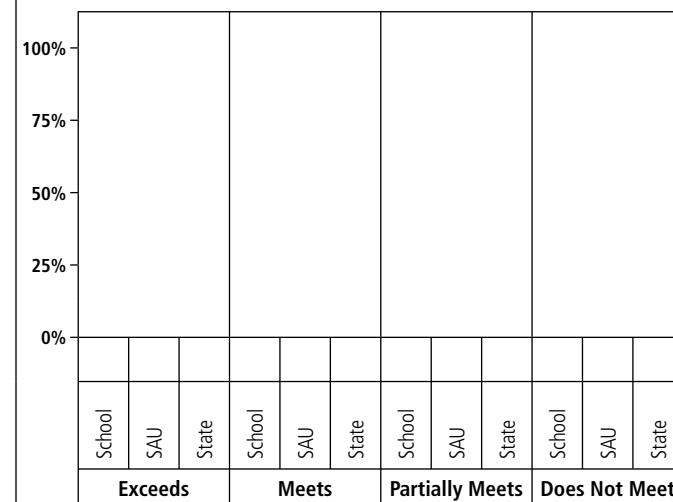
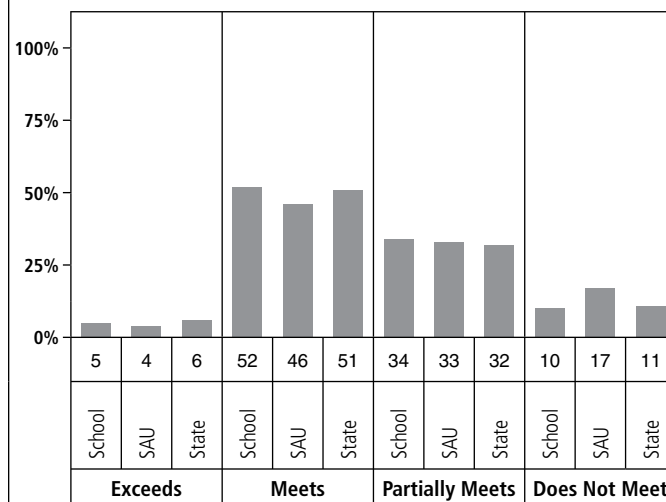
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: MSAD 27
 School: Fort Kent Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	62	100	82	100	14207	100	62	100	82	100	14181	100	62	100	82	100	14123	100	62	100	82	100	14115	99						
Ethnicity African American/Black	1	2	1	1	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	1	1	170	1	0	0	1	100	168	99	0	0	1	100	166	98	0	0	1	100	166	98						
Caucasian/White	61	98	80	98	13282	93	61	100	80	100	13264	100	61	100	80	100	13205	100	61	100	80	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	13	21	19	23	2524	18	13	100	19	100	2514	100	13	100	19	100	2498	99	13	100	19	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	30	48	43	52	5587	39	30	100	43	100	5569	100	30	100	43	100	5538	99	30	100	43	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	50	81	66	80	10755	76	50	81	66	80	10730	76	50	81	66	80	10776	76						
Identified disability (PET/IEP)	1	2	3	5	375	3	1	2	3	5	374	3	1	2	3	5	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	12	19	15	18	3298	23	12	19	15	18	3267	23	12	19	15	18	3215	23						
Identified disability (PET/IEP)	12	100	15	100	2013	61	12	100	15	100	1998	61	12	100	15	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	1	1	126	1	0	0	1	1	126	1	0	0	1	1	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	2	2	3	601	4
	2006-2007	1	2	1	2	507	4
	2007-2008	1	2	1	1	559	4
	Cum. Total*	3	2	4	2	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	29	64	44	60	7910	57
	2006-2007	21	49	32	53	8749	63
	2007-2008	47	76	53	65	8308	59
	Cum. Total*	97	65	129	60	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	11	24	17	23	3970	29
	2006-2007	14	33	20	33	3467	25
	2007-2008	11	18	21	26	3922	28
	Cum. Total*	36	24	58	27	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	4	9	10	14	1421	10
	2006-2007	7	16	7	12	1165	8
	2007-2008	3	5	6	7	1264	9
	Cum. Total*	14	9	23	11	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.4	65.4	29.8	62.1	29.7	61.9
Literary Text	24	50	16.1	67.1	15.3	63.8	15.5	64.6
Informational Text	24	50	15.2	63.3	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	1	2	47	76	11	18	3	5	446	81	1	65	26	7	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	61	1	2	46	75	11	18	3	5	446	79	1	66	27	6	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	440	18	0	28	44	28	437	2388	0	29	44	26	437
No	49	1	2	42	86	6	12	0	0	448	63	2	76	21	2	447	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	62	1	2	47	76	11	18	3	5	446	81	1	65	26	7	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	30	0	0	20	67	7	23	3	10	443	42	0	55	31	14	441	5502	1	47	37	14	441
No	32	1	3	27	84	4	13	0	0	450	39	3	77	21	0	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	62	1	2	47	76	11	18	3	5	446	81	1	65	26	7	445	14048	4	59	28	9	445
Gender																						
Female	22	0	0	17	77	3	14	2	9	448	34	0	65	29	6	446	6959	5	61	26	8	446
Male	40	1	3	30	75	8	20	1	3	446	47	2	66	23	9	444	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	7	54	6	46	0	0	441	22	0	36	59	5	440	1890	0	37	46	17	439
No	49	1	2	40	82	5	10	3	6	448	59	2	76	14	8	447	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	62	1	2	47	76	11	18	3	5	446	81	1	65	26	7	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 27
 School: Fort Kent Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	16	0	0	7	70	2	20	1	10	447	11	0	78	22	0	449	5	1	42	36	21	440
B. less than one hour	63	1	3	30	77	7	18	1	3	447	69	2	64	25	9	444	74	4	62	27	7	445
C. one to two hours	19	0	0	10	83	2	17	0	0	446	19	0	67	33	0	445	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	0	0	1	100	430	1	0	0	0	100	430	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	0	0	12	80	2	13	1	7	448	26	0	62	33	5	445	30	6	63	24	7	446
B. They match some of what I have learned.	60	1	3	30	81	5	14	1	3	447	57	2	76	15	7	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	11	0	0	3	43	3	43	1	14	440	12	0	30	50	20	438	12	2	46	37	15	441
D. There is no match.	5	0	0	2	67	1	33	0	0	447	5	0	50	50	0	444	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	1	6	15	83	1	6	1	6	451	30	4	75	17	4	449	35	7	66	20	6	448
B. good	49	0	0	25	83	4	13	1	3	447	50	0	70	23	8	445	51	3	60	29	7	445
C. fair	20	0	0	5	42	6	50	1	8	439	18	0	36	50	14	437	12	1	44	40	16	440
D. poor	2	0	0	1	100	0	0	0	0	442	3	0	50	50	0	441	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	1	8	7	58	3	25	1	8	444	21	6	41	35	18	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	69	0	0	35	81	7	16	1	2	447	69	0	73	24	4	446	62	5	64	26	5	446
C. easier than my regular schoolwork	11	0	0	5	71	1	14	1	14	446	10	0	75	25	0	448	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	15	0	0	5	56	3	33	1	11	441	19	0	33	47	20	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	47	0	0	22	76	6	21	1	3	446	48	0	69	26	5	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	39	1	4	20	83	2	8	1	4	450	33	4	78	15	4	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	25	1	7	13	87	0	0	1	7	451	25	5	75	20	0	449	18	7	64	22	7	447
B. 20 minutes to an hour	38	0	0	17	74	4	17	2	9	446	39	0	65	23	13	444	55	4	64	26	6	446
C. less than 20 minutes	16	0	0	8	80	2	20	0	0	445	18	0	64	21	14	442	14	2	53	33	12	443
D. I rarely read at home.	21	0	0	8	62	5	38	0	0	444	19	0	53	47	0	443	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	0	0	8	53	5	33	2	13	441	30	0	39	48	13	439	23	3	50	34	13	442
B. six to ten pages	28	0	0	13	81	2	13	1	6	445	30	0	74	13	13	444	25	3	60	29	8	444
C. eleven or more pages	47	1	4	23	85	3	11	0	0	451	40	3	77	19	0	449	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	456	50	0	100	0	0	456						
C.	0										50	0	0	0	100	428						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	6	13	7	10	1294	9
	2006-2007	4	9	5	8	1054	8
	2007-2008	4	6	5	6	1321	9
	Cum. Total*	14	9	17	8	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	20	44	38	52	7000	50
	2006-2007	18	42	29	48	7394	53
	2007-2008	37	60	40	49	7079	51
	Cum. Total*	75	50	107	50	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	12	27	17	23	3784	27
	2006-2007	14	33	17	28	3729	27
	2007-2008	15	24	26	32	3955	28
	Cum. Total*	41	27	60	28	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	16	11	15	1894	14
	2006-2007	7	16	9	15	1735	12
	2007-2008	6	10	10	12	1642	12
	Cum. Total*	20	13	30	14	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.2	61.3	8.7	58.0	9.5	63.3
Cluster 2: Shape and Size	14	29	9.5	67.9	9.0	64.3	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	9.7	69.3	9.4	67.1	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 27
 School: Fort Kent Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	4	6	37	60	15	24	6	10	446	81	6	49	32	12	443	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	61	3	5	37	61	15	25	6	10	445	79	5	51	33	11	443	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	7	54	3	23	3	23	439	18	0	39	39	22	437	2372	3	31	36	30	436
No	49	4	8	30	61	12	24	3	6	447	63	8	52	30	10	445	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	62	4	6	37	60	15	24	6	10	446	81	6	49	32	12	443	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	30	3	10	13	43	10	33	4	13	443	42	10	33	38	19	440	5472	5	41	35	19	440
No	32	1	3	24	75	5	16	2	6	448	39	3	67	26	5	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	62	4	6	37	60	15	24	6	10	446	81	6	49	32	12	443	13992	9	51	28	12	445
Gender																						
Female	22	2	9	12	55	3	14	5	23	444	34	9	44	29	18	442	6933	9	50	29	12	445
Male	40	2	5	25	63	12	30	1	3	446	47	4	53	34	9	444	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	6	46	5	38	2	15	440	22	0	27	50	23	436	1890	2	34	41	23	438
No	49	4	8	31	63	10	20	4	8	447	59	8	58	25	8	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	62	4	6	37	60	15	24	6	10	446	81	6	49	32	12	443	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	16 63 19 2	3 1 0 0	30 3 0 0	4 24 9 0	40 62 75 0	1 11 3 0	10 28 25 0	2 3 0 1	20 8 0 100	451 445 446 420	11 69 19 1	33 4 0 0	44 48 60 0	11 34 40 0	11 14 0 100	453 442 444 420	5 74 18 2	6 10 10 5	34 52 52 33	33 28 28 28	27 10 10 34	438 446 446 436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	16 71 6 6	0 4 0 0	0 9 0 0	7 28 2 0	70 64 50 0	3 11 0 1	30 25 0 25	0 1 2 3	0 2 50 75	446 448 438 426	20 67 7 6	6 7 0 0	50 56 33 0	38 31 17 40	6 6 50 60	444 445 436 427	38 48 10 4	13 8 4 2	56 52 35 25	23 29 39 33	8 10 22 40	448 445 439 433
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	29 48 16 6	2 1 1 0	11 3 10 0	13 17 6 1	72 57 60 25	2 8 3 2	11 27 30 50	1 4 0 1	6 13 0 25	451 444 447 433	28 48 17 6	9 5 7 0	65 46 43 20	22 33 36 60	4 15 14 20	448 443 440 434	35 48 14 3	16 7 3 1	55 52 41 29	20 31 38 36	8 11 18 34	449 445 440 435
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 70 12	0 2 2	0 5 29	4 29 4	36 69 57	3 11 1	27 26 14	4 0 0	36 0 0	438 448 452	23 64 14	0 4 27	22 63 36	39 31 27	39 2 9	435 446 448	15 64 21	4 10 13	38 54 52	33 28 24	25 9 11	439 446 447
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	28 26 31 15	1 0 3 0	6 0 16 0	9 12 12 4	53 75 63 44	4 3 3 4	24 19 16 44	3 1 1 1	18 6 5 11	444 445 450 440	26 28 30 16	5 0 17 0	43 59 58 31	33 32 21 46	19 9 4 23	442 442 449 435	23 36 25 16	8 11 10 9	47 54 53 46	29 27 27 32	16 9 10 13	443 447 446 444
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 3 29 65	0 1 1 2	0 50 6 5	1 1 12 23	50 50 67 58	0 0 2 13	0 0 11 33	1 0 3 2	50 0 17 5	432 458 445 446	5 5 33 57	0 25 7 4	25 25 44 57	25 50 30 33	50 0 19 7	426 447 442 445	5 19 38 38	3 8 11 9	30 50 55 50	33 30 26 29	33 12 8 12	436 445 447 445
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	0 32 27 40										7 31 31 31	17 4 4 8	0 48 56 56	67 28 28 32	17 20 12 4	435 440 443 448	8 27 38 26	3 6 11 13	33 48 54 55	38 33 26 23	25 13 9 9	438 443 447 448
Optional school/SAU question A. B. C. D.	0 100 0 0										0 50 50 0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	7	5	7	751	5
	2006-2007	3	7	3	5	963	7
	2007-2008	3	5	3	4	882	6
	Cum. Total*	9	6	11	5	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	23	51	39	53	7251	52
	2006-2007	19	44	29	48	6824	49
	2007-2008	32	52	37	46	7130	51
	Cum. Total*	74	49	105	49	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	15	33	24	33	4514	32
	2006-2007	14	33	18	30	4382	32
	2007-2008	21	34	27	33	4433	32
	Cum. Total*	50	33	69	32	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	4	9	5	7	1458	10
	2006-2007	7	16	10	17	1735	12
	2007-2008	6	10	14	17	1546	11
	Cum. Total*	17	11	29	14	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	7.6	63.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.5	62.5	7.3	60.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.4	61.7	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.4	61.7	7.0	58.3	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	3	5	32	52	21	34	6	10	444	81	4	46	33	17	442	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	61	3	5	31	51	21	34	6	10	444	79	4	46	33	18	442	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	437	18	0	28	39	33	436	2370	2	32	41	25	437
No	49	3	6	27	55	16	33	3	6	446	63	5	51	32	13	444	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	62	3	5	32	52	21	34	6	10	444	81	4	46	33	17	442	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	30	0	0	13	43	13	43	4	13	440	42	0	38	36	26	438	5470	3	41	39	18	440
No	32	3	9	19	59	8	25	2	6	449	39	8	54	31	8	447	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	62	3	5	32	52	21	34	6	10	444	81	4	46	33	17	442	13986	6	51	32	11	444
Gender																						
Female	22	2	9	11	50	4	18	5	23	444	34	6	44	21	29	441	6929	6	49	33	12	443
Male	40	1	3	21	53	17	43	1	3	445	47	2	47	43	9	443	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	4	31	6	46	3	23	436	22	0	23	36	41	433	1888	1	32	44	23	437
No	49	3	6	28	57	15	31	3	6	446	59	5	54	32	8	446	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	62	3	5	32	52	21	34	6	10	444	81	4	46	33	17	442	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 27
School: Fort Kent Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	16	2	20	4	40	2	20	2	20	445	11	22	44	22	11	448	5	4	37	36	22	439
B. less than one hour	63	0	0	21	54	15	38	3	8	444	69	0	46	34	20	441	74	6	53	31	10	444
C. one to two hours	19	1	8	7	58	4	33	0	0	448	19	7	47	40	7	445	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	0	0	1	100	424	1	0	0	0	100	424	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	16	1	10	7	70	1	10	1	10	447	17	7	71	14	7	448	24	9	53	28	10	446
B. They match some of what I have learned.	45	1	4	13	46	11	39	3	11	444	46	3	41	38	19	441	49	6	54	31	9	445
C. They match just a little of what I have learned.	35	1	5	11	50	8	36	2	9	444	32	4	42	38	15	441	21	4	47	36	13	442
D. There is no match.	3	0	0	1	50	1	50	0	0	447	5	0	25	25	50	438	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	2	11	8	44	5	28	3	17	445	30	8	42	29	21	444	25	9	53	27	10	446
B. good	44	1	4	15	56	9	33	2	7	445	45	3	47	33	17	442	54	6	55	30	9	445
C. fair	25	0	0	9	60	5	33	1	7	442	24	0	53	32	16	441	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	33	0	0	10	50	8	40	2	10	441	33	0	42	35	23	439	22	5	45	35	15	442
B. about the same as my regular schoolwork	49	1	3	16	53	12	40	1	3	445	48	3	50	42	5	444	62	7	53	31	9	445
C. easier than my regular schoolwork	18	2	18	6	55	1	9	2	18	451	20	13	44	13	31	445	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	8	0	0	2	40	1	20	2	40	435	20	0	25	38	38	435	24	7	48	33	12	444
B. a few times a week	73	3	7	24	53	16	36	2	4	445	65	6	51	32	11	444	53	7	54	31	9	445
C. once a week	13	0	0	2	25	4	50	2	25	439	10	0	25	50	25	439	9	6	46	33	15	442
D. a few times a month	6	0	0	4	100	0	0	0	0	455	5	0	100	0	0	455	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	2	7	16	57	6	21	4	14	446	39	6	58	26	10	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	10	0	0	1	17	4	67	1	17	436	18	0	14	50	36	434	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	36	1	5	11	50	10	45	0	0	444	35	4	43	39	14	441	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	8	0	0	4	80	0	0	1	20	447	9	0	71	0	29	444	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	454	50	0	100	0	0	454						
C.	0										50	0	0	0	100	428						
D.	0										0											